

# FASHION

## Table of Contents

<b>STATEMENT OF PURPOSE .....</b>	<b>111</b>
Goals .....	111
<b>CAREER OPPORTUNITIES .....</b>	<b>112</b>
Career Ladders.....	112
Future Outlook .....	113
<b>CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES .....</b>	<b>115</b>
Programs .....	115
Course Classifications .....	115
Curriculum Integration and Implementation .....	117
<b>PROGRAMS AND COURSE MATRIX .....</b>	<b>120</b>
<b>COURSE DESCRIPTIONS, CORE COMPONENTS AND STUDENT</b>	
<b>LEARNING OUTCOMES .....</b>	<b>121</b>
Courses .....	121
<b>PROGRAM DEVELOPMENT AND REVIEW .....</b>	<b>145</b>
Professional Standards .....	145
Program Review .....	146
Professional Organizations .....	146
Advisory Committee.....	147
Equipment and Facilities .....	147
Marketing and Recruitment .....	148
Placement and Follow-up .....	149

# **FASHION**

## **STATEMENT OF PURPOSE**

Fashion is one of the largest, well-established industries in California. An education in Fashion serves the individual by providing the background necessary for this career throughout California, the United States and worldwide. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in this chapter addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production and Textiles with Certificates, associate degrees and the potential of transferring to Baccalaureate institutions. Fashion programs provide an environment that promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.

### **Goals**

The goals of the Fashion program are to:

- Identify and respond to educational needs of the community/industry.
- Provide educational opportunities in the field of fashion for career employment, advanced study, professional development and lifelong learning.
- Develop programs aligned with industry-recognized standards to meet the emerging trends, needs and technological advances of the fashion industry.
- Provide education in fashion specializations leading to certificates and degrees.
- Furnish opportunities for career specialization in Fashion: Merchandising, Design, Production, and Textiles.
- Create an environment that promotes critical thinking, creativity, teamwork, soft skills, multicultural and global awareness and understanding of social, organizational and technological systems.
- Provide educational opportunities and program delivery systems to students requiring nontraditional scheduling.
- Strengthen partnerships between Fashion programs, secondary/post secondary education segments, the business community, other academic disciplines, professional associations and policymakers.

- Recruit and nurture a faculty with strong academic, industry and technical skills and abilities.
- Strengthen alumni and industry contacts for program support.
- Integrate information technology competencies into the fashion curriculum for utilization of resources to interface with a global economy.

## CAREER OPPORTUNITIES

### Career Ladders

Students studying Fashion at California Community Colleges may proceed to various levels of employment and learning. Opportunities exist for fashion industry employees to enroll in specific classes to upgrade their knowledge and skills as new technology demands.

**Level I- Entry: Certificate** – Certificates are awarded to students completing core courses and additional required courses within a given Fashion program as required by individual colleges. This certificate level provides students specific skills and knowledge leading to employment in Fashion. (See *Opportunities* below).

**Level II- AA/AS Degree** – Graduation requirements include: completion of core courses, additional required courses chosen by individual community colleges, completion of required general education courses and electives to equal 60 or more semester units. Departmental designation and unit value may vary from institution to institution. The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

**Level III- BA/BS or Advanced Degree** – Advanced courses and other professional level work leading to the Baccalaureate or other degree; provides students with qualifications for employment particularly in management and supervision.

### Potential Career Opportunities

MERCHANDISING	DESIGN/PRODUCTION	OTHER
Advertising Consultant	Assistant Designer	Alteration Specialist
Allocation Specialist	CAD Technician	Branding Specialist
Assistant Buyer	Computer Digitizer	Compliance Specialist
Bridal Consultant	Costing Engineer	Costume Designer
Buyer	Creative Director	Customer Service Representative
Color/Image Consultant	Designer	Fashion Copywriter
Costumer	Design Room Assistant	Fashion Editor

<b>MERCHANDISING (cont.)</b>	<b>DESIGN/PRODUCTION (cont.)</b>	<b>OTHER (cont.)</b>
Educator	Entrepreneur	Fashion Feature Writer
Fashion Coordinator	Fashion Illustrator	International Marketing
Entrepreneur	Fashion Stylist	Environmental Consultants
Fashion Director	First/Production Pattern Maker	Fashion Model
Fashion Multi-Media Specialist	Pattern Grader	Fit Model
Fashion Photographer	Marker Maker	Manufacturer's Sales Representative
Fashion Stylist	Operations Manager	Museum Curator
In-Store Manufacturer's Representative/Specialist	Piece Goods Buyer / Sales Representative	Public Relations Specialist
Inventory Planner/Forecaster	Product Development Specialist	Safety Technician
Merchandiser	Production Manager	Showroom Assistant
Personal Shopper	Quality Controller	Special Event Coordinator
Product Developer	Quick Response Manager	Textile Converter
Public Relations Specialist	Sales Manager	Textile Restoration
Retail Department Manager	Sample Maker	Textile Librarian
Retail Management Trainee	Sewing Room Supervisor	
Retail Marketing Director	Sourcing Agent/Manager	
Sales Associate	Tailor	
Special Events Director	Technical Designer	
Store Manager	Textile/Graphic Colorist	
Sales Representative	Textile/Graphic Designer	
Trend Forecaster	Textile Research and Developer	
Visual Merchandiser	Textile Stylist	
	Trim Buyer	

Note: Refer to the *Dictionary of Occupational Titles* (DOT), **O\*NET OnLine** at [online.onetcenter.org](http://online.onetcenter.org) or consult your campus career information center for additional job titles and information.

## Future Outlook

Our global society is highly influenced by the California fashion industry as leaders in design, manufacturing and merchandising. Major market centers, apparel manufacturers and some of the largest and most unique retail centers in the world provide California with diversified career opportunities. At this revision of the *Family and Consumer Sciences Program Plan*, California is the number one fashion employer in the nation. California's apparel industry is a thriving economic force in the United States. The greater Los Angeles and Orange County metropolitan area is the largest center for apparel manufacturing in the United States, having eclipsed New York City. (Source: *California Fashion Association*).

One of the largest, single fashion districts in the country is located in downtown Los Angeles, an area which encompasses The California Market Center, the New Mart, Cooper building and the Gerry building. Growth in the industry has been driven by the popularity of California designed fashion sportswear. Los Angeles has become a major center for fashion design, particularly in the areas of contemporary sportswear, swimwear and premium denim.

Orange County has become the hub for the burgeoning action sports market, which includes collections catering to lifestyles influenced by surfing, skating, snowboarding and motor sports. The San Francisco Bay Area is noted for its entrepreneurial spirit and a nurturing climate for up-and-coming designers, an environment conducive to the development of boutique markets.

A growing trend has been to market a brand catering to a specific lifestyle. Merchandising, branding, styling, advertising and public relations are all key components of this new lifestyle trend. New niche markets continue to evolve and should be identified and addressed. Examples would be do-it-yourself (DIY), customization, eco-friendly brands, the graying of America, tweens and the plus-size market.

California apparel jobs have grown steadily with the success of the industry. Jobs increased in the 1990s - a time when the rest of the U.S. lost apparel jobs - and have continued to grow. While basic manufacturing operations such as cutting, sewing, washing and finishing have been outsourced; domestically, the number of positions requiring technical expertise has grown. This is because the high-end tasks such as computer-aided design, graphic design, technical design, patternmaking, size grading, fitting, as well as the planning and management of off-shore production are performed here.

Emerging careers in this high growth industry will require technical training in the areas of:

- Textiles
- Computer Technology
- E-Commerce/Internet
- Telecommunication
- Multi-media Merchandising
- Domestic/Off-shore Production
- Global Marketing
- Supply Chain Management
- Innovative Retail Marketing
- Logistics
- Branding

As new programs and courses are developed, particular attention should be directed to the needs of returning students and diverse populations working toward advancement in the fashion field.

It will be imperative that the community college Fashion programs be synchronized with future industry and consumer needs. The Labor Market Information (LMI) data on current employment opportunities and other data should be utilized as a resource for projecting current and emerging jobs and placement potential. It is available at community colleges and on the Internet.

- Projections for Occupations  
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages  
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training  
<http://www.labormarketinfo.edd.ca.gov/?pageid=112>
- Information on Emerging Trends  
ApparelNews.Net [www.apparelnews.net](http://www.apparelnews.net)  
National Retail Federation [www.nrf.com](http://www.nrf.com)  
Women's Wear Daily <http://www.wwd.com>

Field experience in business and industry is increasingly important. It will also be imperative that community college fashion programs be synergistic with industry partners and consumer groups.

## **CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES**

The Fashion curriculum is designed to provide a career technical program of study for students interested in pursuing a career in Fashion: Merchandising, Design, Production, and Textiles. Courses within the curriculum will also provide part of the undergraduate requirements necessary for those students wishing to transfer to a college or university. Selected courses provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

### **Programs**

Fashion includes programs in Merchandising, Design, Production and Textiles.

### **Course Classifications**

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for the Fashion area are:

#### **1303.00 – Fashion**

Fashion and its influence on individuals and society, including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, production, finishing, characteristics, selection, use, and care of fibers and fabrics.

#### **1303.10 – Fashion Design**

Design and construction of garments.

#### **1303.20 – Fashion Merchandising**

Merchandising of fashion and related articles in retail and wholesale establishments.

### **1303.30 – Fashion Production**

Construction, alteration, and finishing of garments to industry or customer specifications.

Career Technical: Many courses included in the Fashion program are considered to be career technical education. Some are considered general education.

Transfer: Courses included in the Fashion program are perceived to be a potential equivalent course when offered at the lower division level of a four-year university.

Lifelong Learning, Continuing and Adult Education: All the courses within the Fashion program provide knowledge and skills that enhance the quality of life and help individuals develop better consumer behavior and decision making skills. These courses may be offered to students seeking career education or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for the Fashion program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Fashion Programs and Courses Matrix*, page 120.

Electives: Any of the courses listed under the different program headings could be used as elective courses in another program. Some suggested electives would include: Textile Design, Special Topics in Fashion, Accessory and Millinery Design, Men's and Children's Clothing Design, Theater Costume Design and Special Needs Clothing. Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

Work Experience/Internship/Field Studies: Students benefit from having work-site experiences within their subject area and related to their educational goal. Students are encouraged to participate in supervised/monitored field experience and travel study courses to gain a deeper understanding of the relationships between classroom and practical application.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Several courses related to Fashion are taught in other departments and some fulfill general education requirements. This arrangement provides the student with a broader-based education. Suggested departments and courses include:

<b>Art/Humanities:</b>	General Business
Art History	Marketing (domestic and international)
Art Principles	Personal Finance
Color Theory	Retail Store Management
Computer Graphics	Sales
Costume and Set Design	<b>Communications:</b>
Design	Business Communication
Graphics	English (reading and writing)
Illustration	Journalism
Painting	Speech
Photography	<b>Engineering:</b>
Sketching	Computer Aided Design (CAD)
<b>Behavioral and Social Science:</b>	<b>Family and Consumer Sciences:</b>
Cultural Anthropology	Life Management
History	<b>Industrial Arts:</b>
Psychology	Basic Materials and Methods
Sociology	<b>Math and Science:</b>
<b>Business:</b>	Basic Math
Accounting	Business Math
Advertising	Organic Chemistry
Computer Applications	Statistics
Economics	

## Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty needs to take the *Curriculum: Programs, Certificates and Courses* and the *Course Description, Core Components, and Student Learning Outcomes* sections of each chapter and personalize them to their college and community. In the development of the course content, the topical outline, measurable outcomes, assessment methods, assignments for the course, national educational issues must be addressed. Some of these issues discussed here relate to federal legislation. Others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform. See the *Family and Consumer Sciences Program Plan Introduction* for more details.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new, Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:



- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer
- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: [http://misweb.cccco.edu/voc\\_ed/vtea/vtea.htm](http://misweb.cccco.edu/voc_ed/vtea/vtea.htm) and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all Fashion program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable.

Soft Skills: Besides technical and academic skills, employers demand personal self-developed skills that transfer from one workplace setting to another. The number one quality that employers want is communication skills, both written and verbal, particularly in interpersonal settings such as presentations, interviews, telephone conversations and Internet communication. Other priorities include critical thinking and judgment, a strong work ethic, initiative, and problem solving skills. Employers report that the way to have an edge in the competitive job market is to be dependable, resourceful, use ethical practices and to demonstrate a positive attitude. Finally, interpersonal skills such as teamwork and negotiation skills, and emotional intelligence play important roles in job retention and promotion.

Research suggests that most career success is attributable to soft skills. Curriculum must be planned to include information and assignments that develop these skills and evaluation systems that will measure the students' success/mastery of them. The Life Management course includes assignments aimed at developing these skills and research proves that students positively change their habits upon taking the course. Therefore, by including this course in every program, a college can facilitate the attainment of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of “sufficient size and scope,” to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and persistence.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical experiences. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the learning of the career technical and the academic competencies, certifying a career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Fashion faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the career technical programs. Fashion content readily provides opportunities in the areas of applied curricula.

Work-Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work-based learning and school-based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma;
- A program incorporating work-based learning, school-based learning and connecting activities.

Educational programs can provide work-based learning through such methods as cooperative work experience, internships, field work placement, job shadowing, service learning, volunteering and mentoring. Faculty also has the opportunity to experience work-based learning through grants which allow their return to a work site for a limited period of time.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCs and Career Pathway agreements expand, it is critical that Fashion courses clearly state student learning outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Equal Access and Learning Success: Fashion programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must ensure that bias in instruction and instructional material has been avoided and that all students have the opportunity to succeed.

Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning. Collaborative assignments, multimedia presentations, self-paced learning, module learning are just a few of the teaching modalities that are important to today's classroom. Recruitment and marketing materials should also address these issues.

### **Courses by Discipline**

The following courses are recommended for the following areas of emphasis. Courses are listed alphabetical order.

<b>MERCHANDISING</b>	<b>DESIGN</b>	<b>PRODUCTION</b>
Apparel /Ready to Wear Evaluation	Beginning Sewing	Beginning Sewing
Buying	Computer Applications in Fashion: Design and Merchandising	Fashion Field Study
Computer Applications in Fashion: Design and Merchandising	Couture Sewing Techniques	Fashion Line: Design and Product Development
Fashion Field Study	Draping	Fashion Show Production
Fashion Promotion and Sales	Fashion Field Study	Fitting and Alterations
Fashion Merchandising	Fashion Illustration	Flat Pattern 1
Fashion Show Production	Fashion Line: Design and Product Development	Flat Pattern 2
Fashion Writing	Fashion Show Production	History of Fashion
History of Fashion	Fitting and Alterations	Industrial Sewing
M		
Image Consulting	Flat Pattern 1	Intermediate Sewing

<b>MERCHANDISING (cont.)</b>	<b>DESIGN (cont.)</b>	<b>PRODUCTION (cont.)</b>
Introduction to Careers in Fashion	Flat Pattern 2	Introduction to Careers in Fashion
Merchandise Mathematics Concepts	History of Fashion	Manufacturing
Modeling	Industrial Sewing	Production and Advanced Pattern
Portfolio Development	Intermediate Sewing	Portfolio Development
Principles of Design	Introduction to Careers in Fashion	Technical Design
Professional and Personal Apparel Selection	Portfolio Development	Textiles
Styling	Principles of Design	Work Experience/Internship
Textiles	Production and Advanced Pattern	
Trend Forecasting	Tailoring	
Visual Merchandising	Technical Design	
Work Experience/Internship	Textiles	
	Trade/Technical Sketching	
	Work Experience/Internship	

## **COURSE DESCRIPTION, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES**

The following course descriptions, core components and student learning outcomes delineate the content of the core courses and the recommended optional courses. Implementation may reflect individual instructor and institutional needs. Student learning outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion.

### **Apparel/Ready to Wear Evaluation**

Analyze components of apparel and fashion accessories. Develop evaluation techniques for quality comparison and formulate selling points for use with identified target customers.

### **Core Components**

Apparel and accessories standards of quality  
 apparel components, terminology  
 commercial construction techniques  
 cost/value comparison  
 apparel labeling  
 apparel fit and sizing  
 selling points and buying benefits  
 Children's wear

Other specialized apparel and niche markets i.e. elderly,  
physically challenged and plus size.  
Legislative requirements and trade regulations

**Student Learning Outcomes:**

- Assess various components of garment quality pertaining to ready-to-wear clothing
- Identify garment construction techniques and terminology
- Evaluate apparel fit and sizing
- Articulate perceived garment value by analyzing cost per wear, selling points, and benefits

**Buying**

Principles of buying for resale in specialty stores, department stores and chain stores with centralized buying. Includes buying for fashion merchandise, basics, hard and soft merchandise lines; merchandise planning, development and selection, resource relations, legal trade regulations, pricing, merchandise management and control.

**Core Components**

Principles in organizing and managing retail stores  
Buying procedures and practices  
Identifying target customers  
Merchandise planning  
Merchandise selection  
Buying  
Product development  
Pricing strategies  
Stock control  
Calculation of open-to-buy  
Assortment planning and resources  
Legal trade regulations  
Inventory control (physical and book)  
Qualifications and responsibilities of a buyer  
Supporting staff services  
Selection of sources of supply  
Use of computers  
Analysis of reports, orders, transportation costs, purchase journal  
Terminology  
Computer discounts and taxes

**Student Learning Outcomes:**

- Identify the requirements and functions of buyers in different retail environments
- Calculate mark ups, markdowns, and open-to-buy using formulas
- Analyze the flow of merchandise from the buyers purchase order through the manufacturer and back to the stores receiving, processing points, stock room, and selling floor

**Computer Applications in Fashion: Design and Merchandising**

This course is designed to teach students to effectively use a variety of computer word processing/illustration/design programs frequently used in the Fashion Industry: Microsoft Office, Adobe Illustrator and Photoshop and other appropriate software.

**Core Components**

Trade sketching and illustration  
Fabric, color and motif design  
Textile design  
Scanning and Image manipulation  
Data bases  
Planning and distribution  
Spreadsheets  
Visual merchandising  
Store layout

**Student Learning Outcomes:**

- Demonstrate Microsoft Office skills
- Perform basic drawing/design functions on the computer
- Evaluate different illustration programs and demonstrate the best program for the task
- Develop skills necessary to create a digital portfolio

**Computer Patternmaking**

This course is designed to provide hands-on training utilizing the latest versions of apparel pattern making software technology, industry techniques and methods for creating and manipulating apparel patterns are presented.

**Core Components**

Digitizing and plotting  
Grade rules  
Pattern styling  
Marker making

Pattern manipulations for basic styling  
Pattern identification

**Student Learning Outcomes:**

- Describe and demonstrate the basic uses of the Pattern Design programs
- Input an existing pattern or create a simple pattern piece
- Create a new pattern with industry standard markings
- Perform simple to advanced pattern manipulations
- Utilize a grade rule table to grade a pattern piece
- Create a computerized marker

**Draping**

Manipulation of fabrics on a dress form to create designs without the use of drafted patterns. Students will use a variety of fabrics to explore the many possibilities of draping.

**Core Components**

Translating ideas into a salable garment  
Basic blocks creation on a form  
Draping application in the garment industry  
Current fashion trends  
Design idea resources  
Basic garment draping on a dress form  
Materials and special fabrics  
Basic preparation for draping  
Pattern development

**Student Learning Outcomes:**

- Identify the most appropriate designs for designated fabrics and vice versa
- Demonstrate the skill of draping the basic sloper/blocks, bodice, torso, skirt, pant and sleeve
- Understand the use of grain and plumb lines in creating perfect fit
- Analyze grain, learn to follow the grain to achieve perfect fit and design
- Translate a basic drape into a flat pattern

**Fashion Field Studies**

Familiarizes students with the world of fashion and career opportunities. This course involves field trips to manufacturers, designers, Apparel Marts, different types of retail stores, museums, fashion services/publications, fashion shows and fashion tours, trade organizations and expositions, and to major U.S. fashion centers or foreign countries.

### **Core Components**

Field trips  
Industry experts  
Visual presentation of experiences  
Industry report

#### **Student Learning Outcomes:**

- Communicate verbally and in writing industry terms and practices
- Compare and contrast various fashion markets
- Identify market distinctions, both domestic and international

### **Fashion Illustration**

Drawing of the clothed figure as well as rendering of fabrics and patterns. Instruction in the sketching of basic fashion styles, poses and fabrication on developed croquis rendered in various media. Presentation techniques are stressed and practiced.

### **Core Components**

Drawing a croquis in various poses  
Drawing apparel on a figure  
Fashion rendering and sketching:  
    flat/production sketching  
    presentation drawing  
    fashion illustration  
Fashion figure proportions  
Silhouettes, illustration, media and color  
Fabric motif, drape and texture  
Portfolio preparation

#### **Student Learning Outcomes:**

- Draw all aspects of detailed garments on the elongated fashion figure
- Execute flat technical drawings in every fashion category
- Use a variety of mediums including lead pencil, colored pencil and design markers to express fashion drawings and render many fabric textures and textile patterns with design markers
- Demonstrate the principles of proportion, analyze composition of line presentation boards and execute layout techniques
- Complete several portfolio formatted presentations



## **Fashion Line: Design and Product Development**

An overview of the steps involved in fashion design production, research and development to include inspiration design boards, equipment, labeling, cost analysis and assembly steps. This course will include the application of these concepts in the actual production of a product.

### **Core Components**

Design and produce a line including:

- size ranges
- style categories
- diversified clientele
- price ranges
- seasonal lines
- apparel categories
- target customers needs
- competitive quality

Aesthetics of design

Writing trend analysis and research

Developing inspiration and line boards

Costing a garment

Legal requirements pertaining to garment manufacturing

Trade sketching and specifications

Fabrication for coordinating a line

Fitting and quality analysis

Production engineering

Production pattern

### **Student Learning Outcomes**

- Identify the necessary steps involved in the production of fashion products from concept to development through production
- Analyze garment costing
- Calculate cost margins as they pertain to retail price

## **Fashion Merchandising**

Fashion merchandising will include an introduction to vendors and retail products as well as the various types of retail venues and the methods of merchandising apparel in each venue. It will include the exploration of packaging, branding, and marketing of a product.

### **Core Components**

Retail formats

Role of merchandisers in retail vs. wholesale

Merchandise planning

Distribution channels  
Profit margin  
Domestic and foreign fashion markets  
Economic influences  
Target market/market segmentation  
The “R’s” of merchandising: (right product, right price, right place, right customer, right time)

**Student Learning Outcomes:**

- Analyze the difference between marketing and merchandising while recognizing the need to balance the artistic phases with healthy profit margins
- Identify and explain the fashion markets--domestic and foreign and the various job titles and responsibilities in fashion merchandising
- Study and analyze promotional approaches for retailers and vendors
- Apply concepts of effective communication as related to fashion merchandise and merchandising
- Recognize the global relationships and economic importance of the Industry

**Fashion Portfolio Development**

Focus on the skills necessary to produce a well organized and thoroughly planned portfolio to be presented on job interviews. Selection of illustrations for style and medium, presentations of illustrations and ideas, types of portfolios available, and overall professional presentation standards will be covered.

**Core Components**

Electronic and digital formats  
Portfolio content and format  
Group and individual critiques  
Representation of personal work  
Methods, materials, and techniques of portfolio presentation

**Student Learning Outcomes:**

- Create and present a cohesive portfolio consisting of a unified body of work targeting a particular market and customer and a showing a range of design seasons
- Render clothing on the fashion figure utilizing a variety of fabric textures and patterns, stressing the light source and displaying the drape of the fabric
- Evaluate various levels and styles of professional portfolios

## **Fashion Promotion and Sales**

Principles of fashion promotion emphasizing the study of consumer behavior in fashion as well as techniques and procedures for promoting and maximizing sales. Studies the functions of the following: Public relations executives, special events planners, fashion coordinators and directors in retail and wholesale fields.

### **Core Components**

Principles of fashion promotion  
Communication skills: verbal and written  
Types of fashion promotions  
Develop strategy to maximize media for target markets  
Multi media planning and budgeting: plans, budget, materials, advertising, coordination  
Types of promotions:  
special events, fashion shows, seminars, trade shows  
Promotion production: use of print and electronic media  
Press kits and press releases

### **Student Learning Outcomes:**

- Identify channels of fashion promotion and sales through testing
- Identify, plan, and produce a special event
- Create collateral material to promote the event

## **Fashion Show Production**

Learn to plan and implement a professional fashion production from concept to runway. Information on the details of planning, budgeting and producing fashion oriented events, plus the opportunity for "hands-on" experience in producing an actual event will be provided.

### **Core Components**

Budget  
Model and garment selection  
Accessories  
Hair and make up  
Venue/facilities  
Stage set  
Fashion show management team  
Promotion and printing  
Publicity  
Correspondence  
Refreshments

Theme development  
Sponsorships and donations  
Evaluation of the show

**Student Learning Outcomes:**

- Identify the major steps in the planning and production of a fashion event
- Analyze techniques in preparation and execution of the formal fashion show
- Identify the major factors to be considered in the selection of models and merchandise for shows
- Demonstrate communication skills in publicizing fashion show information
- Write and produce a fashion production workbook

**Fashion Styling**

An exploration of the skills required for “styling” outfits (choosing accessories and clothes to project a fashion image), for photography, video, film and commercials, visual merchandising, fashion shows, and editorials.

**Core Components**

Requirements of a stylist  
Glossary of styling terminology  
Use design elements and principles to create a cohesive look  
Styling for different formats  
Technical tips for stylists  
Styling techniques and process  
Source Directory

**Student Learning Outcomes:**

- Create a stylist’s kit
- Develop a resource directory
- Compare and contrast various styling formats
- Research and prepare a styling plan of action

**Fashion Writing**

Write fashion: trend reports, advertising copy, photo captions, show commentary and web scripts, podcasts, blogs, webzines, and commercials for radio, Internet and television.

**Core Components**

Types of fashion reports  
Fashion news stories

Techniques of fashion photo captioning and fashion show commentary  
Attend industry events  
Fashion vocabulary: past and present  
Read current fashion periodicals  
Research fashion websites, blogs, and webzines  
Careers in Fashion writing

**Student Learning Outcomes:**

- Attend and report on a fashion industry event
- Identify the country's leading fashion publications and their editors
- Prepare a fashion report on a new seasonal fashion trend featured in a recent fashion week event
- Compose a photo caption and/or blog
- Create a commentary for a segment of a fashion show

**Fitting and Alterations**

Demonstrate the relationships between garment construction and the way the garment fits the human body. Pattern alterations based on body measurements and contours.

**Core Components**

Determine proportions and execute pattern corrections  
Fabric adjustments  
Body types and special needs  
Fitting problems  
Alterations and re-styling techniques  
Establishing prices for billing based on industry standards

**Student Learning Outcomes:**

- Analyze proportions, execute pattern and sewing corrections on a garment
- Recognize different body types and special needs
- Demonstrate an understanding of the way various types of fabrics drape and respond to the body

**Flat Pattern I**

Introduction to flat pattern methods from developing a basic block to creating first patterns for apparel styles. Introduction to garment industry techniques for creating patterns by using flat pattern methods. Translate a designer's sketch into a sample garment.

## **Core Components**

Development of basic block/sloper  
Pivot and slash spread methods of manipulating pattern styles  
Creating style lines  
Distributing fullness  
Contouring and shaping techniques.  
Importance of grain lines, punch holes, notches and pattern identification  
Create a pattern card to industry standards  
True a pattern  
Requirements of completing a first pattern with or without seam allowances  
Create patterns and garments from a standard block/slopers  
Measuring dress form/body  
Drafting from specifications  
Pattern layout techniques for cutting/marker making  
Button extensions and buttonhole placements

### **Student Learning Outcomes:**

- Demonstrate the skill of flat pattern drafting
- Analyze grain and follow the grain to achieve perfect fit and design
- Label each pattern piece and fill out a pattern card
- Demonstrate how to true a pattern and add seam allowances
- Distinguish correct dart, punch hole, and notch placements
- Measure and mark button extensions and buttonhole placements

## **Flat Pattern II**

Expansion of flat pattern method of designing first patterns from a designer's trade sketch by manipulating blocks and developing styles to meet the needs of a targeted customer.

## **Core Components**

Manipulating basic blocks, fitting techniques, pattern styling techniques for: pants, jackets, linings, blouses, stretch fabric  
Analysis and application of design elements and principles  
Translation of an idea into a salable garment  
Problem solving  
Specifications

**Student Learning Outcomes:**

- Identify and apply basic flat pattern drafting principles acquired from developing the basic block to create new silhouettes and styles
- Analyze a garment design, apply specific techniques to achieve the given design
- Adapt pattern manipulation to create an assigned garment design that includes darts, pleats or gathers, facings or a lining, a collar and sleeves

**Garment Technical Packages**

This course covers the development of off-shore technical packages to include: garment knock-offs, pattern adjustment, appropriate fit, fabric qualities and package specifications.

**Core Components**

Fitting techniques  
Technical packages: specifications, construction details, and bill of materials  
Pattern corrections  
Wash and shrink tests  
Measuring sample garments and comparing to a standard

**Student Learning Outcomes:**

- Demonstrate appropriate fitting techniques
- Communicate pattern fit corrections based on a picture or sketch of a ready-to-wear garment
- Identify and communicate seam types and seam finishes
- Perform and evaluate shrinkage/wash testing
- Communicate placements and grading measurements for screen prints and embroideries
- Create a technical package to communicate changes to others

**History of Fashion**

Surveys the evolution of apparel styles through history from Egyptian to contemporary periods. Explores the relationship of recurring style trends to contemporary fashions. Includes sociological, technological, economic and political factors affecting apparel through the centuries.

**Core Components**

Evolution of apparel styles  
Relation of recurring style trends from history to present day

Influence of society, technology and politics on apparel of the period  
How apparel reflects the lifestyle of a historic period  
Period styles  
Psychological aspects  
Terminology  
Historic designers and influencers  
Subcultural influences

**Student Learning Outcomes:**

- Describe a typical garment worn by the people of various historical periods
- Analyze effects of economic, social and political events on garments worn during each period
- Identify, understand, and explore the connections between cultural, social, economic, political and environmental developments

**Image Consulting**

Provides advanced instruction in wardrobe planning and selection, proportion and color analysis and color coordination for clients. Selection of resources for personal shopping and information on creating an appropriate image.

**Core Components**

Wardrobe planning and selection  
Wardrobe storage and maintenance  
Proportion analysis  
Individual color analysis  
Color selection and coordination  
Lifestyle and analysis  
Fashion personality theories  
Resources  
Career opportunities  
Business communication, professionalism and ethics  
Development of business plan including cards and promotional aids  
Demands of customers, seasons, price points  
Billing and calculation  
Client correspondence

**Student Learning Outcomes:**

- Create a suitable wardrobe based on a client's lifestyle
- Describe and select an appropriate color palette for each client
- Identify various body types and suitable wardrobe choices



- Develop a business plan

## **Introduction to Careers in Fashion**

Exploration of the fashion industry and careers related to the design, production and merchandising of fashion products.

### **Core Components**

Fashion terminology  
 Primary markets, producers of materials  
 Secondary markets, design and production  
 Trade shows  
 Retailing  
 Auxiliary fashion resources  
 Economic importance of the industry  
 Channels of distribution  
 Marketing concepts  
 Domestic and foreign markets  
 Fashion careers and job market analysis  
 Sourcing  
 Global implications

### **Student Learning Outcomes:**

- List and describe the occupations within each sector of the Fashion Industry
- Identify the education, experience and training necessary to progress toward higher levels of job responsibility and management
- Recognize various working environments through observation
- Compare and contrast various fashion markets
- Explain the difference between a designer label, a generic trademark and a private label and describe licensing
- Discuss the effects of social, economic and technical trends on the Fashion Industry

## **Manufacturing**

Mass production of product to include marker making, cutting and spreading techniques, industrial machines, washing, pressing, quality control, and procedures and techniques used in the industry.

### **Core Components**

Marker making and cutting techniques

Industrial machine usage  
Professional pressing techniques  
Total Quality Management (TQM) techniques  
Production sourcing procedures:  
    vertical  
    contract  
    domestic  
    offshore  
Grading  
Sorting and bundling  
Labeling and hang-tags  
Inventory control  
Cost engineering  
Shipping  
Career opportunities  
Technical requirements of apparel production  
Terminology  
Quick Response  
Supply chain management  
Human resource management/teamwork

**Student Learning Outcomes:**

- Identify the areas of responsibility in the apparel factory
- Outline steps for line organization, sourcing, fabrication, trimming, pricing, sales and distribution
- Identify garment design and construction techniques
- Study and analyze current industry production techniques and equipment
- Discuss and evaluate production terminology

**Merchandising Mathematics**

Emphasizes quantitative merchandising techniques as applied to pricing, mark-downs, discounts, stock control, budgets, income statements and balance sheets.

**Core Components**

Mark-up/mark-down  
Pricing  
Profit/loss  
Terms of sale  
Inventory control/management  
Inventory management  
Open-to-buy  
Assortment planning  
GMROI (Gross Margin Return on Investment)

Model Stock development  
Sales forecasting  
Cost components

**Student Learning Outcomes:**

- Describe the relationship of profit factors (income, expenses, cost of goods) and how to improve profit performances by the manipulation of these factors improve
- Apply basic mathematical concepts used to solve real-life merchandising problems
- Demonstrate the development of a Profit and Loss Statement
- Define the standard industry terminology employed in retailing and merchandising

**Modeling**

Introduction to the modeling industry and the categories of working as a model. Evaluation and analysis of the individual beauty regime. Fundamentals of and practices in training for a career in modeling including runway and photographic modeling techniques.

**Core Components**

Beauty Regimen:

nutrition

skin care

hair and make up

Runway modeling

Photography modeling

Fashion modeling (informal, showroom, and exhibit)

Zed cards

Professionalism:

model's role and responsibilities

fitting

portfolio

agency procedures and requirements

communication skills

business ethics

**Student Learning Outcomes:**

- Demonstrate the basic techniques of runway, photographic, informal and showroom modeling
- Attend and evaluate a formal fashion show
- Create a mock zed card showing three different fashion personality looks.
- Compare and contrast the techniques of runway and photography make up

## **Multi-Cultural Fashion**

Studies the national dress in various cultures as reflected by textiles and apparel. Emphasizes the influence of ethnic apparel on contemporary fashion.

### **Core Components**

Study of influences and contrasts of different cultures  
historical perspective  
structural and design elements  
significance of social and economic factors  
Motifs and applied design  
Incorporation into contemporary design  
Cultural interpretations of beauty  
Globalization

### **Student Learning Outcomes:**

- Analyze influences and contrasts of different cultures
- Identify the primary motivations for dress as they pertain to various cultures
- Recognize evidence of globalization through multimedia

## **Principles of Design**

Color and design theories including basic visual elements, principles of design, their properties and relationships to the design process.

### **Core Components**

Basic design theory  
Color  
theory and application  
color schemes and relationships  
Design  
elements and principles  
Ideas for visual communication  
Use of tools and materials

May be divided into two separate classes:

**Design Techniques and Analysis** - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

**Color Theory** - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

**Student Learning Outcomes:**

- Recognize the elements of design
- Apply the organizing principles of design
- Identify the history of color theory methodology

**Production and Advanced Pattern**

This course surveys the problems of advanced pattern manipulation and production pattern as related to developing a commercial fit for original designs. Also covered are techniques of industrial procedures found in the garment industry and pattern grading.

**Core Components**

Manufacturing terminology  
Complete production patterns from first patterns  
Cutting equipment  
Marker making  
Grading machines/ state-of-the-art techniques  
Fitting and quality evaluation  
Understand the relationship of construction in regards to various price points and markets  
Pattern consideration for specific fabrics such as stretch, chiffon, and special linings  
Specifications

**Student Learning Outcomes:**

- Understand the process of refining a first pattern to a production pattern
- Complete a specification sheet for a sample garment, then draft a pattern to reproduce the sample garment and perfect the fit of a sample garment
- Demonstrate the use of the pattern grading machine, grading ruler, and stack grading

**Professional and Personal Apparel Selection**

A study and application of the elements and principles of design as related to apparel for the individual.

**Core Components**

Application of principles and elements of design theory to an

individual's coloration and proportions  
Significance of apparel: psychological, sociological,  
physiological and cultural  
Apparel and personality  
Wardrobe planning and budgeting for diverse lifestyles  
Appropriate apparel for diverse populations  
Care of apparel  
Terminology

**Student Learning Outcomes:**

- Recognize and distinguish a fashion, fad, style and trend of the current season
- Demonstrate knowledge of the basic elements and principles of art as applied to clothing by analyzing current fashion periodicals
- Demonstrate the ability to compare quality when shopping for a given item of clothing explaining standards of workmanship, labeling, and fiber content
- Analyze their own individual body proportion and determine silhouettes, fabrics and patterns that will best accentuate assets and detract from figure flaws
- Recognize ways that clothing communicates culture in society

**Sewing, Beginning**

Basic techniques for developing skills in apparel construction.

**Core Components**

Terminology  
Sewing tools and equipment  
Body measurements, proportions  
Pattern selection  
Minor pattern adjustments  
Fabric selection and preparation  
Computation of fabric needs  
Understanding and using commercial patterns  
Basic fabric manipulation  
Basic construction techniques  
Standards of quality construction  
Fit of a garment  
Construction of a simple garment  
Seam construction and finish  
Introduction to overlock construction  
Identify hand sewing techniques

**Student Learning Outcomes:**

- Identify the difference between knit or woven fabrics and compare patterns that are appropriate to each fabric construction
- Demonstrate an understanding of information that appears on labels and bolt ends concerning fiber content, finishes and care
- Compare commercial patterns vs. industry patterns
- Demonstrate how to adjust a sewing machine to accomplish a number of basic stitches, buttonholes and hems and use a variety of pressing aids and sewing notions properly
- Construct beginning level sewing projects in woven or knit fabrics

**Sewing, Intermediate**

Development of intermediate skills in apparel construction.

**Core Components**

Coordinate pattern and fabric selection for individual  
Pants fitting and construction  
Measure and compute pattern adjustments  
Fitting and garment alterations  
Layout considerations for various fabrics  
Dress shirt techniques  
Overlock machines  
Terminology

**Student Learning Outcomes:**

- Construct intermediate level garments of knit and woven fabrics
- Identify types of fabric that require special layout treatments
- Demonstrate appropriate seams, edge finishes, hand stitches, and fasteners used for different types of garments

**Sewing, Advanced**

Development of advanced skills in apparel construction including custom techniques, the use of special fabrics and methods of individualizing clothing with structural and applied designs.

**Core Components**

Custom techniques  
Custom fitting  
Application of design theory

Use of special fabrics  
    plaids  
    lace  
    sheers  
    piles  
Structural and applied designs such as  
    piping  
    quilting  
    appliqué  
Proportion analysis  
Terminology

**Student Learning Outcomes:**

- Apply skills to construct complicated garments such as lined jackets
- Utilize advanced sewing skills to construct garments made of difficult fabrics
- Demonstrate structural and applied design sewing techniques

**Sewing, Industrial**

Developing skills in operating industrial sewing machines. Application of production sewing methods.

**Core Components**

Standards of quality construction  
Identify industry standards vs. commercial standards  
Construction of a complete garment  
Operation of specialized power machines  
Cutting equipment  
Care, maintenance and use of industrial machines such as  
    single needle, overlock, coverstitch, blind hemming,  
    buttonhole and button, steam iron.  
Use of industrial machines to include threading, tension  
    adjustment, bobbin adjustment.  
Terminology and trade tools  
Execute various seams and techniques  
Introduction to pattern layout and marker making

**Student Learning Outcomes:**

- Operate industrial machinery
- Execute various seams and finishes
- Construct a basic garment using industry standards



## **Tailoring**

Special fitting, construction and pressing principles applicable to tailored garments such as suits and coats. Experience with traditional and contemporary tailoring techniques.

### **Core Components**

Fabric selection and preparation  
    internal  
    external  
Pattern alterations  
Construction methods  
    internal  
    external  
Fitting  
Pressing tools and techniques  
Hand stitches  
Detailing

### **Student Learning Outcomes:**

- Construct a tailored garment exhibiting skills in traditional tailoring methods
- Identify the internal notions required to make a tailored garment
- Execute hand techniques for tailoring.

## **Textiles**

An introductory analysis of textile fibers, yarns, constructions, fabrications, dyestuffs and finishes. Emphasis on identification, selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance.

### **Core Components**

Historical background  
Fiber classification, theory and identification  
Textile legislation, labeling, import regulation, consumer protection and environmental issues  
Yarn structure  
Fabric construction  
Fabric finishes  
Color, dyestuffs, printing and other applied design  
Fabric characteristics, performance and suitability  
Fabric selection, use and care  
Fabric testing and evaluation

New technologies  
Terminology

**Student Learning Outcomes:**

- Identify fabric construction such as woven, knits, twill, dobby, and jacquard
- List properties of various fiber content, characteristics, and performance
- Utilize information learned to effectively select fabric appropriate for end use

**Trade/Technical Sketching**

Basic skills in sketching the fashion croquis via quick sketch. Emphasis placed on the technical workroom sketch and technical flats for specification use.

**Core Components**

Rendering and equipment techniques  
Materials and supplies  
Workroom sketches  
Style details  
Design lines  
Texture motifs and drapes  
Construction sketch

**Student Learning Outcomes:**

- Draw all aspects of detailed garment including construction elements
- Render various fabric textures and textile patterns using various media
- Complete several portfolio formatted presentations

**Trend Forecasting**

Forecasting color, fabric, silhouette, and garment styles as used in industry by researching past fashions, media scanning, identifying current minor and major trends and theories of fashion change, and forecasting short term and long term trends.

**Core Components**

Trajectory of fashion change  
Discovering the Zeitgeist  
Theories of fashion change  
Color forecasting  
Textile forecasting agencies  
Media Scanning

The role of the consumer in forecasting  
Major vs. minor trends  
Sales forecasting

**Student Learning Outcomes:**

- Analyze trajectory of past fashion change and its implications for the 21st century
- Identify the directional theories of fashion change and describe the concept of Zeitgeist, as a framework for understanding and interpreting fashion change
- Complete steps involved in forecasting color, fabric, silhouette and garments styles
- Describe the role of fiber and fabric trade organizations and fabric councils in disseminating trend information
- Complete a trend forecasting presentation and report

**Visual Merchandising**

Experience in designing and constructing visual displays to increase sales and enhance store image by using a visual approach to selling with an emphasis on the basic principles of store window and interior display. Practical experience in working with mannequins and props to develop proper techniques will be explored.

**Core Components**

Purpose of display  
Elements and principles of visual merchandising design  
Care and handling of equipment  
Types of selling environments  
Display budgets and cost analysis  
Display calendar and themes  
Fixtures, mannequins and props  
Display techniques  
Lighting  
Signage  
Display locations  
Safety and security  
Evaluation: visual, sales and image impact  
Computerized or manual store planning/layout  
Terminology

**Student Learning Outcomes:**

- Execute a store layout and a plan for visual display
- Recognize various fixtures, mannequins and props
- Create a visual binder demonstrating a variety of display techniques, color

and texture combinations and lighting

## **Work Experience/Internship**

A supervised internship related to classroom-based learning at a fashion-related work site. Course will include resume writing, interviewing skills, and portfolio development.

### **Core Components**

Developing work objectives  
Interview techniques  
Writing resumes/cover letter/follow-up  
Job search  
Work ethics and attitudes  
Communication skills  
Professional portfolio presentation

### **Student Learning Outcomes:**

- Create a career specific resume with a professional reference page
- Demonstrate employability skills and accomplish established objectives at an internship site
- Create a visual portfolio that is consistent in layout and theme

## **PROGRAM DEVELOPMENT AND REVIEW**

### **Professional Standards for College Faculty**

Dedicated, enthusiastic and innovative full-time faculty is the major resource in Fashion education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of the Fashion industry. California's diverse population should be considered in the selection of faculty for Fashion courses and programs.

Fashion faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. Evaluation of faculty should be done on a regular basis, no less than biennially. Hiring of faculty must follow the Chancellor's Office, California Community Colleges guidelines. A bachelor's degree in Fashion Merchandising, Textiles or a closely related major and field experience of two years or an associate degree and six years of experience are the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. A master's degree in Fashion or closely related major also meets the minimum requirements. The disciplines of "Fashion and Related Technologies" and "Retailing" are listed in that document in the section in which the master's degree is not expected.

Due to the occupational nature of this field, it is imperative that faculty keeps current with the needs and latest developments of the working world, by gaining work experience in industry. Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current.

Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations. Faculty also needs to be aware of legal, moral and ethical issues in education and industry. Statewide in-service training in the Fashion field needs to be offered on a regular basis, sponsored by the Chancellor's Office, California Community Colleges.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Fashion students on campus.

### **Program Review**

Colleges and faculty have the obligation to keep programs current and relevant. Many campuses have individual Program Review formats and processes that allow local colleges to assess program strengths and to target areas for improvement. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes. Faculty can create SLOs for each course of a Program of Study, as well as for the program as a whole. Then assessment tools and course assignments should be created to measure the effectiveness of the sum total of the course. Research departments can provide invaluable assistance with evaluation, and can work with faculty to make improvements.

### **Professional Organizations**

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*.

Faculty membership and participation in related Fashion professional/trade organizations is encouraged. These include:

AAF	<a href="#">American Advertising Federation</a>
AAFCS	<a href="#">American Association of Family and Consumer Sciences</a>
AAFCS-CA	<a href="#">American Association of Family and Consumer Sciences California Affiliate</a>

<b>AMA</b>	<a href="#"><u>American Marketing Association</u></a>
<b>ASTM</b>	<a href="#"><u>American Society for Testing and Materials</u></a>
<b>ACTE</b>	<a href="#"><u>Association for Career and Technical Education</u></a>
<b>AICI</b>	<a href="#"><u>Association of Image Consultants International</u></a>
<b>CFA</b>	<a href="#"><u>California Fashion Association</u></a>
<b>CSA</b>	<a href="#"><u>Costume Society of America</u></a>
<b>EDD</b>	<a href="#"><u>Employment Development Department</u></a>
<b>FabricLink</b>	<a href="#"><u>FabricLink</u></a>
<b>FBI</b>	<a href="#"><u>The Fashion Business, Inc.</u></a>
<b>FGI</b>	<a href="#"><u>The Fashion Group International</u></a>
<b>GenART</b>	<a href="#"><u>GenART</u></a>
<b>ITAA</b>	<a href="#"><u>International Textile Apparel Association</u></a>
<b>RDI</b>	<a href="#"><u>Retail Design Institute</u></a>
	<a href="#"><u>San Francisco Fashion Industry Meetup Group</u></a>
<b>TALA</b>	<a href="#"><u>Textile Association of Los Angeles</u></a>

Student chapter affiliations are also available with some groups.

### **Advisory Committee**

Each community college offering a Fashion program must have an active local Fashion advisory committee. The committee should reflect the diversity of the campus, community and the Fashion industry. This committee should involve community members, businesses and professionals, agency directors, political leaders, representatives from campus counseling and placement, secondary and four-year institutions. This committee is responsible for developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers in the Fashion industry.

Advisory committees can be a tremendous help to Fashion programs by securing equipment, making contacts for speakers and field trips, providing work experience sites and/or internships and in revising programs and curriculums.

### **Equipment and Facilities**

The following lists provide basic direction for selection of equipment and facilities to provide instruction in Fashion Merchandising, Fashion Design, Fashion Production and Textiles. Attention should be given to accommodating individual needs.

### **FASHION MERCHANDISING**

Display areas  
Work and prop room  
Art supplies  
Computers and related software  
Mannequins, forms  
Props-plastic cubes and pedestals

Fashion periodicals:  
Trade journals  
Newspapers  
Reference books  
Scanner, Printer  
DVD,VHS, digital media storage

Basic tools  
Light fixtures  
Fabric inventory/for image consulting  
Paint supplies

WiFi Classrooms  
Screens/Interactive Smart Screen  
Portable media players  
Webcam

## **DESIGN & PRODUCTION**

Blind stitch machine  
Button machine  
Buttonhole machine  
Coverstitch machine  
Cutting equipment  
Cutting table  
Grading machine  
Overlock machine  
Presser  
Pressing system  
Dress forms (various sizes and types)  
Computers and software  
Scanners  
Plotter  
Digitizer  
Industrial single needle sewing machine  
Flatfelled machine  
CAD/CAM laboratory  
Full length 3-way mirrors,  
Incandescent Light box,  
Tracing light box

Textile testing equipment  
Pattern Drafting tools:  
T square  
Technical curves  
French curve  
Weights  
Notchers  
Clear 2" grid ruler  
Push pins  
Butcher, dot, tracing  
and oaktag paper  
Needle tracing wheels  
Rabbit hole punch  
Awl  
Illustration drawing boards  
Dressing room  
Drawing supplies  
Thread  
Muslin  
Pattern hooks  
Hangers  
Rolling racks

## **Marketing and Recruitment**

Techniques for marketing and recruitment include the following:

- Describe and illustrate the benefits of Fashion education to both traditional and non-traditional student populations
- Promote the contribution of Fashion programs to members of the college community and other educational institutions including instructional, counseling and support staff
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities as well as the potential for the employment of Fashion majors
- Presentations to classes and organizations
- Development and distribution of Fashion brochures
- Utilization of student success stories

- Support students by forming and advising student clubs/organizations
- Fliers and newsletters as linkages with community agencies and their clientele
- Networking with college faculty, counselors, staff, high schools, community agencies and professional organizations
- Use of distance learning and other media
- Homepage or website on Internet
- Social networking sites
- Blogs
- Utilization of advisory committees
- Participation in local and regional forums
- Writing columns for local printed media
- Collection of data to support and validate program.

Student Clubs: A student club within Fashion can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring agency guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings within agencies and businesses.

## **Placement and Follow-up**

Job placement should be available through the college and should be actively pursued. It is the college's responsibility to educate students. That responsibility extends to making certain the education provides workplace skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Fashion faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their programs with other colleges striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*. Advisory committees and professional organizations should be utilized to enhance networking and placement opportunities.

Accountability is important to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Student questionnaires and/or surveys also provide accountability and can be administered to students. Data covering job placement and relevancy of program should be collected. The Fashion instructional staff should cooperate in collecting Core Indicator data for the



Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups that are a useful resource for tracking former students and for promoting programs.